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ABSTRACT

This report describes an external evaluation study of two of the components (instructional and community-parental involvement) on an on-going bilingual intervention program for 3- and 4-year-old children. The purpose of the intervention program is to facilitate the learning of English and Spanish simultaneously in an environment designed to enhance the child's cognitive, affective, and psychomotor skills. Brief descriptions of the program's background purpose and components, and of the children served are included in the report. Evaluation of the instructional component was based on a pre-posttest design (without a control group) which measured language development in English and Spanish, school readiness, and self-concept and personality development. The community-parental involvement component was subjectively evaluated using observations, records, and self-reports by the staff. Major findings include: (1) students made significant gains in language development in English and Spanish and in general school readiness; (2) students developed and/or maintained a positive self-concept and substantially developed in various dimensions of personality growth; (3) children and parents were involved in a variety of activities through home visits; and (4) parents maintained a positive attitude toward the program. (Author/ED)

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FINAL EVALUATION REPORT
1974-75

CLOVIS-PORTALES BILINGUAL EARLY CHILDHOOD PROGRAM: THIRD YEAR EVALUATION STUDY (1974-75)

Sponsored by:

Title VII, ESEA Bilingual Education Project
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May, 1975

PS008296

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FOREWORD

The following end-of-year evaluation report describes the effect of the Clovis-Portales Bilingual Early Childhood Program during 1974-75 which was its third year of operation. This report is the result of a continuation evaluation study conducted by an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University and the University of Texas. This report was prepared and submitted in accordance with the approved Continuation Evaluation Proposal dated January 28, 1974, and the Educational Evaluation Agreement dated August 9, 1974.

The report for this year is not as lengthy as prior year reports because emphasis was not placed upon the narrative description of the operation of the program. Personnel interested in a detail description of the program, as well as evaluation data for prior years, can obtain copies of the evaluation reports from the Educational Resources Information System (4827 Rugby Avenue, Bethesda, Maryland, 20014). The appropriate ERIC document number can be obtained from the Bibliography of this report.

The evaluation team recognizes and hereby expresses appreciation to the director, faculty, and staff of the program for their excellent cooperation during the evaluation process, especially during the periods of testing the young children.

The invaluable assistance of the various professional and paraprofessional personnel on the evaluation team is also acknowledged and appreciated.

Billy E. Askins

Billy E. Askins, Ed.D.
Evaluation Coordinator
May, 1975

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CLOVIS-PORTALES BILINGUAL EARLY CHILDHOOD PROGRAM: THIRD YEAR EVALUATION STUDY, FINAL REPORT, 1974-75

SECTION I

INTRODUCTION

This report describes an external evaluation study of the Clovis-Portales Bilingual Early Childhood Program (BECP) during 1974-75 which was its third year of operation.* This report is part of a continuation evaluation study by an independent consultant and service organization with its direction primarily through various faculty members of Texas Tech University, University of Texas at Austin, and the Texas Tech Medical School.

The Clovis-Portales Bilingual Early Childhood Program, a demonstration model for bilingual early childhood education, is designed to serve certain 3- and 4-year-old children. The program is a cooperative effort among the Clovis Municipal Schools, Portales Municipal Schools (New Mexico), and the U.S. Office of Education (Title VII, ESEA Bilingual Education Branch). This program initially started in September, 1972; thus, the 1974-75 academic year is the third year of operation.

Purpose of Program

The purpose of this program is to demonstrate that early childhood bilingual intervention will facilitate the learning of two languages (English and Spanish) simultaneously in a responsive environment designed to enhance the child's cognitive, affective, and psychomotor skills. To accomplish this purpose or goal, the program was developed based upon general and specific program objectives which gave direction to the organization and function of various elements of the program commonly referred to as program components. The description of the program is described in a subsequent section of this report.

A Satellite Program

The Clovis-Portales Bilingual Early Childhood Program has a unique advantage and opportunity in that it can be viewed as an out-growth or as a

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*For references pertaining to the first and second year reports, see Bibliography (8,9).

satellite of an existing successful early childhood program. This existing program is an early educational intervention program referred to as the Responsive Environment Program for Spanish American Children (REPSAC). This program is also located in Clovis, New Mexico. This program, which is in its fourth year of operation, is funded by the Handicapped Children's Early Education Program, Bureau of Education for the Handicapped, U.S. Office of Education and the New Mexico State Department of Education (Title III, ESEA).

REPSAC is designed to serve as an effective early educational intervention for 3-, 4-, and 5-year old "high risk" Spanish American children. Such children are considered "high risk" as a result of their low birth weight (less than 5½ pounds) and considered disadvantaged (low income of family plus other factors which constitute this condition). With the exception of the criteria used to select students to enter each program, the operation of the two programs is identical. Thus, REPSAC provided a base for this Bilingual Early Childhood Program in terms of curriculum development, design of physical facilities, and selection and training of faculty/staff.*

Area Served and Locale of the Program

The area served by this program is the total attendance area served by both of the cooperating school districts: Clovis Municipal Schools, Clovis, New Mexico and Portales Municipal Schools, Portales, New Mexico. Thus, this program operates at two different sites about twenty miles apart. The site location at Clovis is 312 Merriwether Street, and the site location at Portales is 103 Lime Street. The location of each of the two sites is in the section of town where there is a high concentration of the "target group" children.

Target Group Children and Selection Criteria

The desired and planned cultural mix of the target group is to have about 55-60 students with Spanish surnames and about 15-20 Black and Anglo students. Although the program site at Clovis is within a block of REPSAC, the target group of this program differs from that of REPSAC in that all ethnic groups are represented. Many Spanish speaking children who were eligible for this program were identified by REPSAC in its selection procedures. Both at Clovis and Portales, several eligible Anglo and Black students were identified through the Title I preschools.

Interested parents were invited to apply to enroll their 3- and 4-year-old children in the program. Considering interest, age and the desired cultural mix, the following criteria were applied in selecting the students for

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*For references pertaining to this operation and evaluation of REPSAC, see Bibliography (4, 5, 6, 7, 12, 17).

participation in the program: 1) Spanish surname children with a limited speaking ability in English; 2) Children from a lower socio-economic level (less than $3600 total family income) with Spanish as the dominant language; and 3) Children from any socio-economic level who were interested and whose dominant home language was English.

Number of Participants and Background Data

The program is designed to serve approximately forty 3- and 4-year-old children at each of the two sites.

At the Clovis site, there were 40 students who enrolled at the beginning of the 1974-75 school year (19 were 3-year-olds and 21 were 4-year-olds). Of this group, 10 started the program as second-year students.

At the Portales site, there were 34 students who enrolled at the beginning of the school year (8 were 3-year-olds and 26 were 4-year-olds). Of this group, 10 started the program as second-year students.

Some summary background data of students who were enrolled in the program as of September 15, 1974 are presented in Table 1. This includes such background factors as: education of parents; dominant language used in the home; family status and size; and monthly income. The source of this information was the "Student Information Sheet" obtained from the project director.

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TABLE 1

SUMMARY BACKGROUND DATA OF STUDENTS

Background Factor	Clovis		Portales	
Education of Parents	(Mother)	(Father)	(Mother)	(Father)
Grade School			08%	11%
Jr. High	21%	10%	11%	06%
Some High School	47%	40%	24%	23%
H.S. Graduate	23%	47%	35%	34%
Some College	09%	03%	08%	03%
College Graduate			14%	23%
Dominant Language Used in Home				
English	36%		38%	
Spanish	03%		19%	
Both	61%		43%	
Family Status (Parents at Home)				
Two	81%		89%	
One	19%		11%	
Family Size (No. of Children)				
0 - 2	32%		46%	
3 - 5	39%		46%	
6 - 8	16%		03%	
9 - 11	11%		03%	
12 & over	03%		03%	
Income (Monthly)				
0 - 100			03%	
101 - 200	09%		09%	
201 - 300	18%		17%	
301 - 400	42%		09%	
401 - 500	09%		26%	
501 - 600	12%		03%	
over 600	09%		34%	

SECTION II

DESCRIPTION OF THE PROGRAM

The Clovis-Portales Bilingual Early Childhood Program is designed to serve eighty 3- and 4-year-old certain type of children at the two sites. This program is planned to provide two years of specialized early childhood instruction for the 3-year-olds and one year of specialized assistance for the 4-year-old children. Beginning in 1973-74, both school districts added a bilingual component for 5-year-old children to existing pre-school programs. Beginning in 1974-75, vertical expansion of the program was made to the first grade.

Program Objectives

The objectives for this program are divided into: 1) major goals or general program objectives; and 2) specific program objectives.

Goals/General Program Objectives

The general program objectives are as follows:

1. To provide literacy skills in a language other than English through the implementation of a language arts program in the home language of the children.

2. To develop positive self-concept through use of Spanish and English modes of instruction, incorporating local cultural items as well as general Hispanic or Indian culture.

3. To prevent educational retardation by teaching basic concepts (math, science, social studies, etc.) through the dominant language of the child.

4. Development of a scope and sequence of bilingual instruction from early childhood (from age 3-8) contact through the first two years of elementary school.

5. Development of confidence, abilities, and skills in the second language so that each child performs adequately and comfortably in the second language in verbal and cognitive areas.

6. Development of bilingual-bicultural approaches to teaching and to teaching methods and materials. Enhancement of school staffs to the point of operationality with bilingual-bicultural approaches.

7. Development of a comprehensive or "integrated" approach to early childhood bilingual education incorporating theoretical constructs of Jean Piaget, Maria Montessori, Omar Moore, technical innovations, and new curriculum materials.

8. Development of the logical thinking processes.

9. Development of community communications and awareness regarding values and expectations in multi-ethnic communities and societies

10. Development of comprehensive approach to involve parents in the educational process.

Specific Program Objectives

The specific program objectives are as follows:

A. In the affective domain:

1. To maintain or develop in children a favorable self-image.

2. To develop in children a favorable perspective toward their cultural heritage and that of other children and cultures.

B. In the cognitive domain:

1. To improve the child's sensory and perceptual discrimination.

2. To develop the child's conceptual and problem solving abilities.

3. To develop language ability in both Spanish and English.

C. In the psychomotor domain:

1. To improve locomotor skills of walking, running, hopping, and jumping.

2. To improve non-locomotor skills of balance, swinging, swaying, and climbing.

3. To improve manipulative skills of hitting, throwing, catching, pushing, and pulling.

Components of the Program

The previously stated goals and objectives give direction to the organization and administration of various program components which are the: instructional; community and parent involvement; staff development; and materials development.

Instructional Component

This component is considered the heart of the program because this is where the teaching-learning activities are conducted. Instructional activities are conducted in two half-day sessions five days a week. Approximately 20 students attend the morning session and 20 attend the afternoon session. Parents are responsible for transportation of their children to/from the site.

Eating the noon meal with attendant language involvement is developed as a learning activity (2, 3); therefore, each student is served a hot lunch. The morning group is served prior to leaving, and the afternoon group is served immediately upon arrival for the afternoon session.

Specific learning activities are planned for the children for each three-hour day using the concept of responsive environment as patterned from REPSAC. These learning activities can be generally classified into group activities (story telling, reading, painting, cutting, manipulative toys, playground activities, and the lunch period) and individualized or small group activities (Piaget-Early Childhood Curriculum, Project LIFE, Responsive Typing Booth, and the Peabody Language Development Kit). All instructional activities are presented using a bilingual approach. One teacher teaches in Spanish, and the other in English.

The objectives of this component are the same as the specific program objectives which were previously stated.

Community and Parental Involvement Component

The general program goals which give guidance to the community and parental involvement component are:

Development of community communication and awareness regarding values and expectations in multi-ethnic communities and societies, and

Development of a comprehensive approach to involve parents in the educational process.

To implement activity toward the general goals, personnel with specific responsibilities in these areas were employed. The coordinator of the home

visitation program and the project director, working with other members of the staff, worked to refine the objectives. The major objective of including and involving parents was to be approached through:

motivation of parent's interest in the preschool education of their children.

provision of extension training for parents in child development and in techniques of preschool education which may be applied to the home.

facilitation of enrichment of the home environment through home tutoring of children in school related activities and provision to parents of information and linkage to available community services (e.g. counseling, medical care, etc.).

provision for parent participation in school activities.

These objectives were sought by the home-visitor staff in coordination with the teachers, consultants, and the director.

Procedures have been developed for operation of the community and parental component. The primary role is taken by the home-visitor. As of fall, 1974, the home-visitors perform the following activities weekly:

1. assist in classrooms several hours each week to become more familiar with individual children and their needs.
2. develop materials to teach or reinforce specific activities.
3. collect materials for constructing teaching devices.
4. construct practice materials.
5. visit in the homes of the children enrolled to conduct the home program.
6. assist daily with lunch for the children.
7. maintain records relating to their activities.

In addition, the home-visitors participate in weekly meetings with the other staff. This interchange should provide for commonality of objectives and approaches.

Another aspect consists of training sessions for parents. These meetings, led by the home-visitor staff, assist parents to understand activities, such as the toy lending library, and to assist parents and teachers directly involved with each other.

Staff Development Component

This component consists mainly of in-service training functions for the staff. The in-service training focused on the objectives of this component as established by the project director. Some major objectives included: 1) To assist the faculty/staff develop their general knowledge of the difficulties encountered in early childhood education in the area of language, bilingualism, and child growth and development; 2) To assist the staff to recognize various problems which are unnatural in young children so as to make the necessary referral for assistance; and 3) To assist the staff to become efficient in the use of the various instructional materials as used in the instructional component. Most of the in-service training activities are being conducted by and with the faculty/staff of REPSAC.

Materials Development Component

This component is mainly the process of adapting the materials for this program which were developed in REPSAC for 3- and 4-year-old children. Most of these materials are based upon the research of Jean Piaget as reflected in the Early Childhood Curriculum authored by Celia Lavatelli and by use of various curriculum materials developed by Media Services and Captioned Films. Other materials adapted for use in this program include: Project LIFE (Language Improvement to Facilitate Education); the Peabody Language Kits; and the Responsive Environment Typing Booth.

Faculty/Staff of the Program

The faculty/staff of the program consists of: the director; four teachers (2 Anglo and 2 Mexican American); one home-visitor coordinator; two home-visitors; two part-time secretaries; and two custodians. In addition, there is the Professional Advisory Board and the external evaluation team. The purpose of the Professional Advisory Board is to provide the director with guidance and direction of the activities of the program and the development of the various program components. The board consists of individuals who can provide expertise in the fields of special education, early childhood education, bilingual and bicultural education, educational technology, and the responsive environment concept.

Names of personnel associated with the program are listed on the back of the cover page of this report.

SECTION III

PROGRAM EVALUATION

External Evaluation

The external evaluation of the Clovis-Portales Bilingual Early Childhood Program was conducted for the third year by B. E. Askins and Associates, Lubbock, Texas. This is an independent consultant and service organization with its direction primarily through various faculty members of the College of Education, Texas Tech University, the University of Texas at Austin, and the Texas Tech Medical School. Names of the evaluation team members are listed on the cover page of this report.

Purpose

The major purpose of the external evaluation is to collect and provide information necessary for decision-making relative to student progress and program progress. The evaluation function is considered to play a major part in the accountability aspects of the program. Specifically, the external evaluation study for 1974-75 was conducted by:

1. Evaluating two components of the program (instructional and the community and parental invlovement components).

2. Providing pertinent feedback information concerning the students (background data, baseline data, and test data on students).

3. Providing in-service training seminars which focused on interpretation of pretest scores and suggested remedial activities.

4. Preparing various reports which included the interim report and this final report.

Evaluation Design

During 1974-75, the external evaluation pertained to two major components which were the instructional and the community parental and parental involvement components. The evaluation design for these two components is as follows:

Instructional Component

The basis for the evaluation of this component was the Specific Program Objectives (See Section II). Data to assess the objectives were

collected with the use of standardized tests within the framework of a quasi-experimental design commonly referred to as a "Time Design" or "Pretest-Posttest Design Only." A reference for this design is Campbell and Stanley (13). This design involved a single experimental group without a control group. The experimental group (BECP students) were measured on a dependent variable (pretest) and was given the experimental treatment (instructional activities). Following the treatment, the group was measured again on the same variable (posttest), and statistical analysis was made between the means of the two measurements.

Abilities Measured and Tests Used. A summary of the objectives and abilities as referred to in the objectives and the standardized tests used are as follows:

Objectives/Abilities	Tests
Language ability in Spanish	Test for Auditory Comprehension of Language - Spanish (Carrow)
Language ability in English	Peabody Picture Vocabulary Test - English (Dunn)
School readiness	Readiness Test for Disadvantaged Preschool Children (Walker)
Self concept and personality development	Developmental Profiles (Bessell and Palomares)

A brief non-technical description of each of these tests is listed in Appendix A.

Form B of the Peabody and the Readiness test was used as the posttest, and Form A of all other tests (except Developmental Profiles) were used as both pre and posttests.

The "Pretest-Posttest Design" did not apply to the use of the Developmental Profiles. This instrument was completed three times during the year for each child by both of the classroom teachers.

Schedule of Testing. Pretests were administered September 3-6, 1974, and posttesting was conducted May 5-16, 1975. The Developmental Profiles were completed every three months: October, February, and May.

Statistical Treatment of Data. A mean gain score was computed for each test (posttest minus pretest score) by age and year in program (this does not apply to the Developmental Profiles). The *t*-test was used to

test the significance of differences between the mean gain scores. As concerns the Developmental Profiles, the mean was computed for each marking period and was plotted on a standardized scale showing direction and rate of change.

Reporting of Test Data. After the pretesting, the individual test scores (raw scores and percentiles) were provided to the project director on a specifically designed form by the evaluator. This information was used as baseline data in instructional planning. Also, seminars were conducted by the evaluation team to assist in the interpretation of test scores (See Section VI). After posttesting, the individual test scores were again posted to each student's form showing raw scores, percentiles, and gain scores for the year. The form was designed and maintained so as to become a part of the student's accumulative records.

Community and Parental Involvement Component

This component was subjectively evaluated based upon the component objectives as stated in Section II. The assessment of these objectives was discussed with the project staff. It was agreed that evaluation data would be collected by observation, review of records, review of activities, and self-reports by the staff involved.

The findings are reported in narrative form. Analysis of this data is subjective but does provide a directional overview of community and parental reaction to the program.

The evaluation of this component was conducted on a consultancy basis by Dr. Len Ainsworth.

SECTION IV

EVALUATION DATA OF THE INSTRUCTIONAL COMPONENT

Summary of Evaluation Design

The basis for the evaluation design for this component was the specific program objectives as stated in Section II. Data to evaluate the objectives were collected with the use of standardized tests within the framework of a quasi-experimental design commonly referred to as a "Pretest-Posttest Design Only." This design involved a single experimental group without a control group. The experimental group (BECP students) were measured on a dependent variable (pretest) and was given the experimental treatment (instructional activities). Following this treatment, the group was measured again on the same variable (posttest) and statistical analysis was made between the means of the two measurements.

A summary of the objectives/abilities and list of tests used are as follows:

Objectives/Abilities	Test
Language development in English	Peabody Picture Vocabulary Test (Dunn)
Language development in Spanish	Test for Auditory Comprehension of Language - Spanish (Carrow)
School readiness	Readiness Test for Disadvantaged Children (Walker)
Self concept and personality development	Developmental Profiles (Bessell and Palomares)

The "Pretest-Posttest Design" did not apply to the Developmental Profiles. This instrument was completed three times during the year for each child by both of the classroom teachers.

A mean gain score was completed for each test (posttest minus pretest) by age and year in program. The t-test was used to test for significance of difference between the mean gain scores. As concerns the Developmental Profiles, the mean for each student was completed for each marking period and was plotted on a standardized scale to show direction and rate of change.

Number of Students Tested

Clovis Site

Thirty-nine students were pretested (100%), and 37 students were posttested (95%).

Portales Site

Thirty-seven students were pretested (98%), and 36 students were posttested (97%).

Findings

The analysis of data for the instructional component is presented in terms of: overall performance; performance by site; performance by year in program; and performance by age. In addition, graphs are provided depicting the self-concept and personality development of students participating in the program.

Overall Performance

Table 2 presents data relating to the overall performance of students on the three measures used in the evaluation. As reflected in the table, students participating in BECP made significant gains in language ability in English, language ability in Spanish, and school readiness.

TABLE 2

PRE AND POSTTEST PERFORMANCE OF ALL STUDENTS PARTICIPATING IN THE BECP

TEST	N	MEANS	MEAN GAIN	s	t
PEABODY (ENGLISH)	73	PRE 26.18 POST 57.23	31.05	9.63 18.41	6.31*
CARROW (SPANISH)	73	PRE 8.41 POST 24.16	15.75	7.83 10.11	3.92*
WALKER (READINESS)	73	PRE 16.57 POST 34.63	18.06	8.13 9.20	5.87*

*$p < .001$

Site Performance

Since the program was conducted at two sites, evaluation results are presented in terms of student performance in each location. Tables 3 and 4 present these data.

TABLE 3

PRE AND POSTTEST PERFORMANCE OF CLOVIS BECP STUDENTS

TEST	N	MEANS	MEAN GAIN	s	t
PEABODY (ENGLISH)	37	PRE 20.16	31.12	10.63	5.43*
		POST 51.28		17.41	
CARROW (SPANISH)	37	PRE 6.16	9.27	8.13	3.13*
		POST 15.43		8.27	
WALKER (READINESS)	37	PRE 17.43	14.68	7.17	6.11*
		POST 32.11		6.20	

*p < .001

TABLE 4

PRE AND POSTTEST PERFORMANCE OF PORTALES BECP STUDENTS

TEST	N	MEANS	MEAN GAIN	s	t
PEABODY (ENGLISH)	36	PRE 21.13	35.05	10.11	7.01*
		POST 56.18		5.87	
CARROW (SPANISH)	36	PRE 7.21	23.97	9.13	3.97*
		POST 31.18		8.47	
WALKER (READINESS)	36	PRE 11.63	29.19	10.43	5.37*
		POST 33.82		8.63	

*p < .001

Age and Performance

Tables 5 and 6 present performance data by age at each site.

TABLE 5

AGE AND TEST PERFORMANCE - CLOVIS SITE

TEST	AGE	MEAN GAIN
PEABODY (ENGLISH)	3(N=5)	38.00
	4(N=19)	28.16
	5(N=13)	25.43
CARROW (SPANISH)	3(N=5)	13.81
	4(N=19)	9.16
	5(N=13)	7.42
WALKER (READINESS)	3(N=5)	19.63
	4(N=19)	12.38
	5(N=13)	10.18

TABLE 6

AGE AND TEST PERFORMANCE - PORTALES SITE

TEST	AGE	MEAN GAIN
PEABODY (ENGLISH)	3(N=9)	38.82
	4(N=23)	32.15
	5(N=4)	20.68
CARROW (SPANISH)	3(N=9)	31.83
	4(N=23)	24.16
	5(N=4)	17.42
WALKER (READINESS)	3(N=9)	24.67
	4(N=23)	20.13
	5(N=4)	18.63

Year in Program and Performance

Tables 7 and 8 present performance data by year in program.

TABLE 7

YEAR IN PROGRAM AND TEST PERFORMANCE - CLOVIS SITE

TEST	YP	MEAN GAIN
PEABODY (ENGLISH)	1(N=26)	34.45
	2(N=11)	30.85
CARROW (SPANISH)	1(N=26)	10.87
	2(N=11)	9.16
WALKER (READINESS)	1(N=26)	20.73
	2(N=11)	9.81

TABLE 8

YEAR IN PROGRAM AND TEST PERFORMANCE - PORTALES SITE

TEST	YP	MEAN GAIN
PEABODY (ENGLISH)	1(N=21)	40.83
	2(N=15)	30.16
CARROW (SPANISH)	1(N=21)	26.14
	2(N=15)	20.31
WALKER READINESS	1(N=21)	27.81
	2(N=15)	20.30

A subjective evaluation concerning self-concept and personality growth was made on each student participating in the program. Rating scales (Developmental Profiles) describing six affective areas were prepared by the two teachers three times during the year.

Figure 1 represents a summary of ratings on each of the six areas for all of the children participating in the program.

Developmental Profile

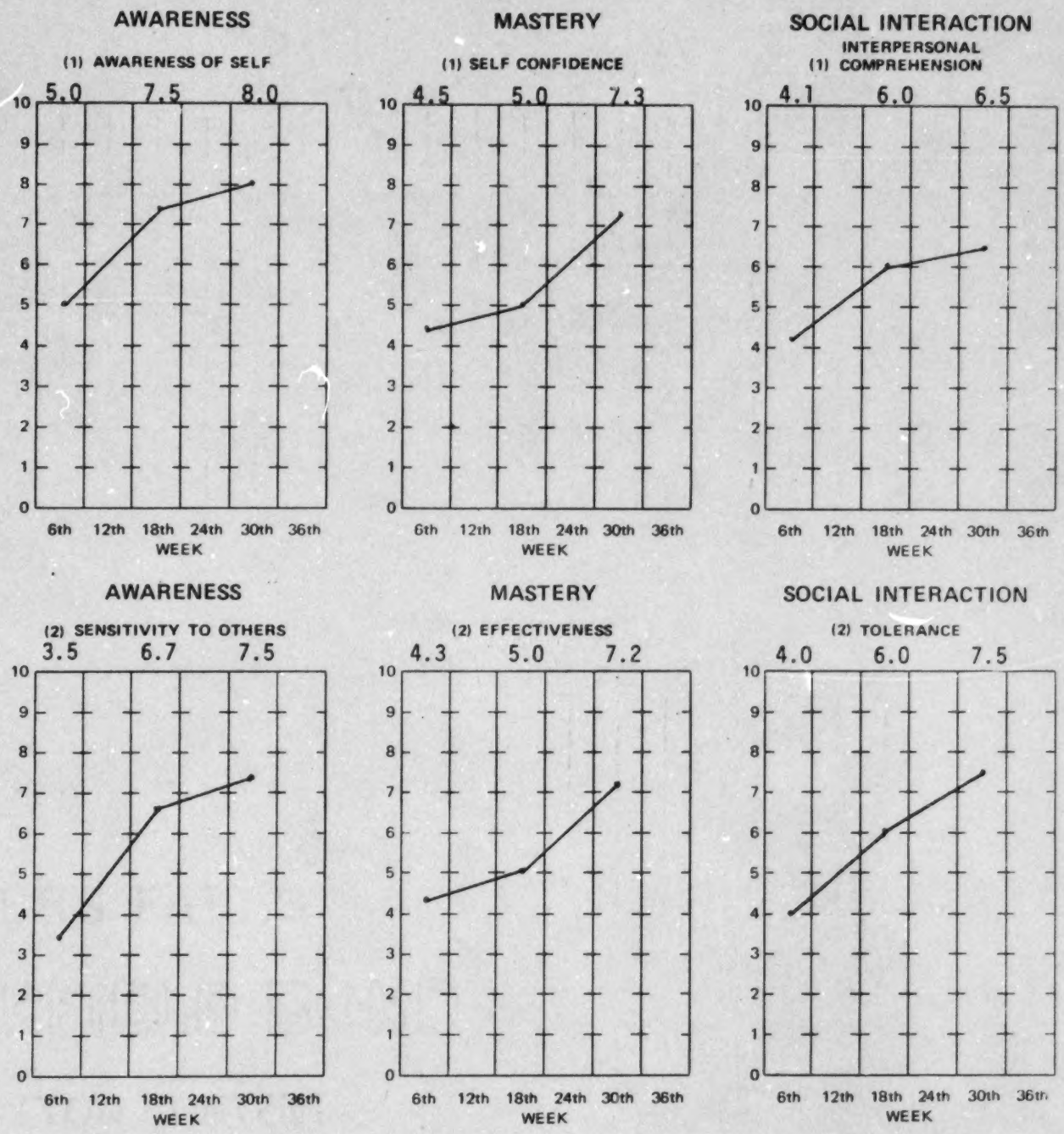

FIGURE 1 - GRAPHIC SUMMARY OF PERSONAL DEVELOPMENT OF BECP STUDENTS

Summary of Evaluation Data

A summary of the data obtained from the evaluation of the instructional component revealed the following:

1. Students participating in the BECP program made significant gains in all areas measured; language ability in English, language ability in Spanish, and school readiness.

2. There were no appreciable differences in performance, with the exception of performance in Spanish at the Portales site, when data were analysed by site.

3. Students participating in the program progressed substantially in the various dimensions of personality growth.

SECTION V

EVALUATION DATA OF THE COMMUNITY AND PARENTAL INVLOVEMENT COMPONENT

Objectives and Activities

The major objectives and activities of this component are stated in Section II. In general, they relate to including and invloving parents and community resources in school related activities.

Observations

The community awareness aspect of the objectives was sought primarily through direct contact with individual parents and families. To a lesser degree, awareness was promoted in the two communities through pupil contacts, including field trips, involvement in school district activities, and dissemination through school and community media.

Adequate number of faculty was made in the operation of this component. Staffing was accomplished to provide for a weekly instructional related visit to the homes of each child enrolled in the program. Each visit was scheduled from 30-45 minutes. Further explication will be made in subsequent paragraphs.

The approaches of parent participation, facilitation of enrichment of the home environment, training for parents, and motivation of parents interest were utilized in the visitation program. Personnel in this effort included the home-visitors, the home-visitor coordinator, the teachers, and the director.

Rather extensive records were kept on the instructional visitation. These records included: the number of visits scheduled per month, those actually held, the total parents contacted, the number of toys loaned or given, and a copy of the lesson plans used by the visitor. The lesson plans contained specific objectives and comments regarding the setting, participation and the progress of the pupils.

The scope of this evaluation does not include evaluating the lesson plans used in the visits. Periodic, though cursory, observations did reveal an attempt to set and meet specific objectives in each visit. It is suggested that a useful study would be to develop scope and sequence charts for the activities generally used. This might then provide useful hints for in-service education for home-visitors and perhaps for the teachers as well. As much emphasis as time would allow could be placed upon developing truly individualized objectives and activities depending upon pupil needs and level

of family participation. Again, the evaluator has ascertained that a sizeable quantity of data exist in the form of instructional visit-plans: the appropriateness and progress of plans is deemed as an internal program matter.

The in-service training aspects of the parental component were also studied by the evaluator. Until the latter months of the year, weekly work-sessions were held with varying emphases. Concern for development of behavioral objectives was evident. Guides were developed for following lesson plan patterns. Attention was also given to use of toys and in-home situations for learning experiences.

While visitor involvement seemed good, there appeared to be more difficulty in securing parent attendance at group training sessions. This aspect was restructured after mid-November to provide individual rather than group orientation. Thus, a modified procedure was instituted to replace one for which the original aims were not being met.

The home-visitor staff also participated in seminars regarding activities and theories underlying them. Follow-up was made in subsequent in-service work sessions.

The time spent by the home-visitor component was checked by the evaluator. Actual in-home visits consumed from 14-20 hours for each home-visitor in a typical week. Travel time, development of lessons plans, materials development, and collecting and preparation for teaching filled the work week. In other words, observation and discussion indicate that home-visitors physically performed the functions for which they were employed.

The number of home-visits made to homes os students attending Lincoln Jackson (K-1) and the nursery school at the Clovis and Portales sites is as follows:

	Scheduled Visits	Visits Cancelled	Parents Contacts
Sept. 1974	128	12	170
Oct.	224	68	287
Nov.	369	170	192
Dec.	299	143	292
Jan. 1975	403	108	302
Feb.	322	117	287
Mar.	304	77	227
Apr.	405	89	N/A
Totals	2,454	784	1,757

The number of pupils varied and averages are misleading since illness on the part of a home-visitor, such as in Portales, might result in a week of missed visits while the others would maintain a rather stable pattern. Variations in number of visits scheduled depended upon many factors, including school holidays, child absences, opportunities for rescheduling, and the like.

Cancelled visits, that is visits missed or cancelled by parents, appeared to be a relatively minor problem. A strong encouragement to parental involvement was the rule, used early in the year, of dismissing a child from class if both parents were absent from 3 scheduled home-visits. Some increase in cancellation is evident after dropping this procedure.

Another aspect of the program was the operation of a toy-lending system. While the teaching-learning value of such items cannot be assessed in this evaluation, it is noteworthy that the acceptance of the home-visitors and stimulation of pupils is believed to have been heightened by this activity. In summary, the toy lending patterns included disposition of about 65 toys per month based upon a five month average.

Acceptance of the component is reflected in continued involvement of the same parents throughout the year. Also, the enthusiasm and activity of the home-visitors thenselves and the teachers with whom they worked attest to the vitality of the program.

Findings

The determination of the effects of the component is, however, quite another matter. The variables and impingements upon the learning process are such as to prohibit allocation of causality to this component. Instead, one can report that:

1. A home-visitation program was conducted.

2. Home-visitors involved children and parents in a variety of activities suggested by program teachers.

3. Plans for the instructional activities were developed to seek behavioral objectives.

4. There appeared to be much overlap in the activities (and type of activities) conducted in the home and those in which the child participated in the school program.

5. There appeared to be increasing acceptance and participation by parents.

6. Self-reports by participating visitors indicate that the activities were valuable in establishing communication and in instructional assistance.

Recommendations

Recommendations, based upon observations, discussions with those involved, and review of records and logs indicate:

1. A home-visitor program should be continued, if possible, to strengthen home-school ties.

2. More depth of in-service training would appear to be needed to assist the home-visitors to make the maximum contribution.

3. Feedback should be made to the classroom teacher shortly after each home visit. While some may be written, much oral communication should exist between visitor and teacher.

4. Home-visitors need materials to guide them which contain many suggestions. They should also be educated to understand their limitations and to refrain from making educational diagnoses which are beyond their training and knowledge.

5. This component should continue to be evaluated in process terms rather than in product terms of pupil change.

SECTION VI

STAFF DEVELOPMENT SEMINARS

The Responsive Environment Program for Spanish American Children (REPSAC), which is considered the parent or model for both sites of the Clovis-Portales Bilingual Early Childhood Program, has provision in its operation to provide diagnostic services to the REPSAC students and to provide various activities as part of the staff development component. To assist the faculty/staff in their professional development and to be effective in the diagnostic function, various seminars were periodically conducted. The faculty/staff of both sites of the BECP attended such seminars and other meetings. Thus, such activities served both programs.

Seminars conducted were as follows:

DATE	TOPIC	PERSON RESPONSIBLE
Sept 13	Interpretation of Motor Test Scores and Developmental Gymnastics for Preschool Children	Dr. Gene Coleman
Nov 14	Assessing Health Needs of the Individual Child	Mrs. Elizabeth Pounds, RN
Nov. 26	Diagnostic Prescriptions	Dr. Charles Jones
Dec 5	Interpretation of the TACL and Language Development	Dr. Ralph Carter Dr. Betty Criscoe

SECTION VII

DISSEMINATION OF INFORMATION

Information concerning the program was disseminated by such means as:

1. Progress reports were made available to the local central administration office, school board, local area news media including Cannon Air Force Base, the State Department of Education, and the U.S. Office of Education.

2. Site visitations by many interested individuals, groups, and parents.

3. Discussion of program activities at various community service meetings.

4. The program used the services of student teachers from Eastern New Mexico University, and student-aides from Clovis and Portales High Schools.

5. This program was included in the TV program in the series of Open Door to Education, KTXT-TV (Lubbock, Texas), June 28, 1974. Also, the program was presented later (VTR) in the Clovis-Portales area.

6. A brochure, including pictures of the facilities and students, was prepared which was distributed throughout New Mexico and West Texas.

7. Copies of the Final Evaluation Report for 1973-74, as well as prior year reports, have been disseminated throughout the states of New Mexico and Texas. Also, these reports are currently available from the Educational Resources Information Center (8,9).

8. Publication of articles in various professional journals and presentation of papers at various state and national professional organizations (2, 3, 10, 17). The paper (10) presented at the annual meeting of the American Educational Research Association, Chicago, 1974, is still being requested by various school systems, universities, and educational and research labs throughout the nation.

SECTION VIII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

The major findings resulting from this evaluation study were:

Instructional Component

1. Students made significant gains in: language development in English; language development in Spanish; general school readiness; developed and/or maintained a positive self-concept; and developed substantially in various dimensions of personality growth.

2. When data were analyzed by site, there were no appreciable difference in performance with the exception of considerable increase in language development in Spanish at the Portales site.

3. Comparing development of language patterns between the Spanish-American and the Anglo child, the former is not so remarkable because they often hear both languages; however, for the Anglo child it is, because the classroom is probably the only place they hear the Spanish language. In many instances, the Anglo children were able to ask unrehearsed questions in Spanish to their Spanish-speaking teacher, and immediately turn and ask the same or similiar question to the Anglo teacher. These are the beginnings of a true coordinate bilingual.

Community and Parental Involvement Component

4. There were over 1,600 home-visits made during the year and data indicated a significant number of parents participated during the home-tutoring sessions.

5. Home-visitors involved children and parents in a variety of activities as suggested by the teachers.

6. There appeared to be an increasing acceptance of the program and participation by the parents.

General

7. The cooperation of the children, their willingness to try various tasks without fear of failure, and their unusually long attention span for children of their ages may be judged as reflections of their happy learning experiences in the program.

8. The faculty reflected a high morale and demonstrated improved skills in working with the children.

Conclusions

The major conclusions based upon the findings of this study were:

1. The instructional component appears to be functioning effectively in achieving the program objectives as evidenced by significant gain scores in the areas of language development in English and Spanish, general school readiness, and self-concept and personality growth.

2. The community and parental invlovement component appears to be functioning effectively in terms of the stated objectives and appears to complement the activities of the instructional component.

3. The program is in active and positive process of accomplishing the long range goals and general objectives.

4. In short, the Clovis-Portales Bilingual Early Childhood Program functioned as planned for the target group children and parents and in accordance with the approved proposal during the 1974-75 year.

Recommendations

1. That the Clovis-Portales Bilingual Early Childhood Program continue the inter-relationship with the Responsive Environment Program for Spanish American Children (REPSAC). REPSAC will be re-named beginning 1975-76 to the Responsive Environment Early Education Program (REEP), and will be funded through ESEA (Title III). This joint operation of the two programs seems to be feasible, both operationally and economically.

2. That the instructional objectives of the program be reviewed and stated in performance terms.

3. That the objectives pertaining to community and parental involvement activities be reviewed and possibly re-formulated.

4. That additional in-service training be provided to the home-visitors so as to assist them to make the maximum contribution.

5. That procedures be established by the home-visitors to provide feedback to the classroom teacher shortly after each home visit.

6. That evaluation procedures, including analysis, be established for the vertical expansion (K-1) of this Title VII program.

7. That the Clovis-Portales BECP continue to develop and serve as a demonstration and as an early childhood intervention program.

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APPENDIX A

DESCRIPTION OF TESTS

A brief non-technical description of each of the tests used during 1974-75 is listed in the following paragraphs. Personnel interested in more detail concerning the tests are invited to consult technical data provided by the publishers of the tests or refer to the Mental Measurements Yearbook, Buros, Editor.

Language Development

English

The Peabody Picture Vocabulary Test (Dunn) is designed to provide an estimate of a student's "verbal intelligence" through measuring his hearing vocabulary. The test also has wide utility as a clinical tool. Besides being effective with average students, it has special value with certain other groups. Since students are not required to read and the responses can be non-oral, the test is especially fair to non-readers and remedial reading cases. With the drawings free of fine detail and figure-ground problems, the test is apparently appropriate for at least some perceptually impaired persons. According to the Test Manual, the scale is appropriate for students between 2½-18 years who are able to hear words, see the drawings, and have the facility to indicate "yes" and "no" in a manner which communicates.

Spanish

The test for Auditory Comprehension of Language (Carrow) (5th edition) is designed to measure the child's understanding of language structure (Spanish). The test is administered in Spanish using 101 oral stimuli using a pictorial response mode. According to the test manual the TACL can be used to diagnose the language competence of bilingual and mentally retarded children as well as those with hearing articulation, or language disorders, ages 3-6.

School Readiness

The Readiness Test for Disadvantaged Pre-School Children (Walker) was adapted from the final report of a project conducted by Dr. Wanda Walker, Northwest Missouri State College, and supported by the Office of Education. The test consists of multiple-choice items based on pictures and symbols which do not require reading ability and are designed to test a child's listening ability; visual acuity; and his recognition of similiarities, difference, numerical analogies, and missing parts.

Self Concept and Personality Development

The Developmental Profiles (Bessell and Palomares) is a subjective evaluation of children's behavior under a variety of circumstances. These rating scales are prepared periodically jointly by two teachers. The teachers make ratings on a printed form according to six affective areas: awareness of self; self-confidence; interpersonal comprehension; sensitivity to others; effectiveness; and tolerance. Because of the inherently subjective nature of these profiles, there is no objective scale of accomplishment or standard in terms of age-achievement scores. The profiles can provide a source of insight and understanding of emotional development.

APPENDIX B

PRE AND POSTTEST RESULTS OF KINDERGARTEN AND FIRST-GRADE STUDENTS PARTICIPATING IN BILINGUAL PROGRAMS*

SITE	TEST	LEVEL	MEAN PRE-TEST	MEAN POSTTEST	MEAN GAIN
CLOVIS	PEABODY (ENGLISH)	K	45.38	64.30	18.92
		1	52.16	55.84	3.68
	PEABODY (SPANISH)	K	No Scores	56.20	-----
		1	48.00	30.88	-17.12
PORTALES	PEABODY (ENGLISH)	1	58.18	57.27	-.9
	PEABODY (SPANISH)	1	49.73	63.00	13.27

*Vertical expansion of the Title VII programs have started in Clovis and Portales. Various raw data were made available to the evaluator of the Nursery School. These data are presented in summary form; however, no analysis was attempted.